

AN ANALYSIS POWTOON MEDIA FOR TEACHING ENGLISH WRITING FOR JUNIOR HIGH SCHOOL STUDENTS

THESIS

**Submitted in partial fulfillment of the requirement for
the degree of Sarjana Pendidikan (S.Pd) in Teaching
English**



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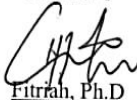
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ABSTRACT

Devita Wafirotul Afkar. (2019). *An Analysis Powtoon as Media for Teaching English for Junior High School*.

A Thesis. English Teacher Education Department, Faculty of Education and Teacher Training, State Islamic University of Sunan Ampel. Surabaya

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Key words: *Media, Powtoon, Teaching writing*.

The rapid development of technology encourages the teachers to also use technology as an instrument in their teaching practices. They may believe that the use of technology can help transform their ideas meaningfully or to facilitate the teaching learning process. One of the technological tools that the teacher can use in English classroom is Powtoon. Powtoon is an online application with cartoon animation features a vibrant transition effect. This current study investigated the use Powtoon media as a tool to teach English writing for Junior High School students in Indonesia. The study used qualitative descriptive method by analyzing 6 Powtoon videos. The content of video were analyzed based on the basic competence describe in the Curriculum 13. The findings showed that six videos used to teach English writing to Junior High School for the following reasons. First, they met the purpose of learning English writing in Curriculum 13 particularly for basic competence 3.2 which focused the materials about elements of language vocabulary related to family relations (pronoun; subjective, objective, possessive). Basic competence 4.7.2 focused on written descriptive text, very short and simple related to people. Basic competence 4.4 focus on asking permission and responding to activity in the school. Basic competence 4.12 which contains short text message about announcement. Basic competence 3.2 about agreement to carry out an action/activity. The last is basic competence 4.9.2 focus on report text. The second met the criteria of good media in terms of their content, includes text, images, back sound or audio recording. The findings indicate that six Powtoon videos used suitable for teaching English writing to Junior High School.

ABSTRAK

Devita Wafirotul Afkar (2019). *An Analysis Powtoon as Media for Teaching English for Junior High School*.

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Pesatnya perkembangan teknologi mendorong para guru untuk juga menggunakan teknologi sebagai alat pendukung dalam praktik mengajar mereka. Mereka mungkin percaya bahwa penggunaan teknologi dapat membantu mengubah ide-ide mereka secara bermakna atau teknologi juga dapat membantu memfasilitasi proses belajar mengajar. Salah satu alat teknologi yang dapat digunakan guru di kelas bahasa Inggris adalah Powtoon sebagai media presentasi. Powtoon adalah aplikasi online dengan animasi kartun yang menghadirkan efek transisi yang hidup. Studi saat ini menyelidiki penggunaan media Powtoon sebagai alat untuk mengajar menulis bahasa Inggris untuk siswa SMP di Indonesia. Penelitian ini menggunakan metode deskriptif kualitatif dengan menganalisis 6 video Powtoon. Isi video dianalisis berdasarkan kompetensi dasar yang dijelaskan dalam Kurikulum 13. Temuan dalam penelitian ini menunjukkan bahwa enam video dapat digunakan untuk mengajar menulis bahasa Inggris ke SMP karena alasan berikut. Pertama, mereka memenuhi tujuan belajar menulis bahasa Inggris dalam Kurikulum 13 khususnya untuk kompetensi dasar 3.2 yang memfokuskan materi tentang unsur-unsur kosakata bahasa yang terkait dengan hubungan keluarga (kata ganti; subjektif, objektif, posesif). Kompetensi dasar 4.7.2 fokus pada teks deskriptif tertulis, sangat singkat dan sederhana terkait dengan orang. Kompetensi dasar 4.4 fokus pada meminta izin dan merespons dengan memperhatikan. Kompetensi dasar 4.12 yang berisi pesan singkat tentang pengumuman. Basic competence 3.2 tentang agreement untuk melakukan kegiatan/aktifitas. Kompetensi dasar terakhir 4.9.2 fokus pada teks laporan. Yang kedua memenuhi kriteria media yang baik dalam hal kontennya, termasuk teks, gambar, suara belakang atau rekaman audio. Temuan menunjukkan bahwa enam video Powtoon cocok untuk mengajar menulis bahasa Inggris ke siswa SMP.

TABLE OF CONTENTS

COVER	i
PERNYATAAN KEASLIAN TULISAN	ii
ADVISOR APPROVAL SHEET	iii
EXAMINER APPROVAL SHEET	iv
PUBLICATION SHEET	v
MOTTO	vi
DEDICATION SHEET	vii
ACKNOWLEDMENT	viii
ABSTRACT	x
TABLE OF CONTENTS	xii
LIST OF FIGURES	xv
LIST OF APPENDICES	xvi
 CHAPTER 1 INTRODUCTION	 1
A. Background of the Study	1
B. Research Questions	5
C. Objectives of the Study	5
D. Significance of the Study	5
E. Scope and Limitation	5
F. Definition of Key Terms	6
 CHAPTER II LITERATURE REVIEW	 8
A. Theoretical Framework	8

1. Media	8
a. Criteria of Media Selection.....	10
b. The purpose of video Media.....	11
c. Using Video Media	13
d. Techniques of Using Video	13
e. Teaching Writing Using Media	15
B. Teaching Writing	16
a. The Nature of Writing	16
b. Purpose of Writing	17
c. Teaching Writing	18
C. Powtoon	19
a. Definition of Powtoon	19
b. Advantages and Disadvantages of Powtoon	21
c. Powtoon and Language Learning	24
d. Suitability Powtoon media with Curriculum	25
e. Previous Study	25
CHAPTER III RESEARCH METHOD	
A. Research Design	28
B. Research Presence	28
C. Subject Research.....	29
D. Data Collection Technique	29
E. Data Analysis Technique	29
CHAPTER IV FINDINGS AND DISCUSSION	
A. Research Findings.....	31
1. The Suitability of Powtoon Media in Teaching Writing for Junior High School	31

B. Discussion49

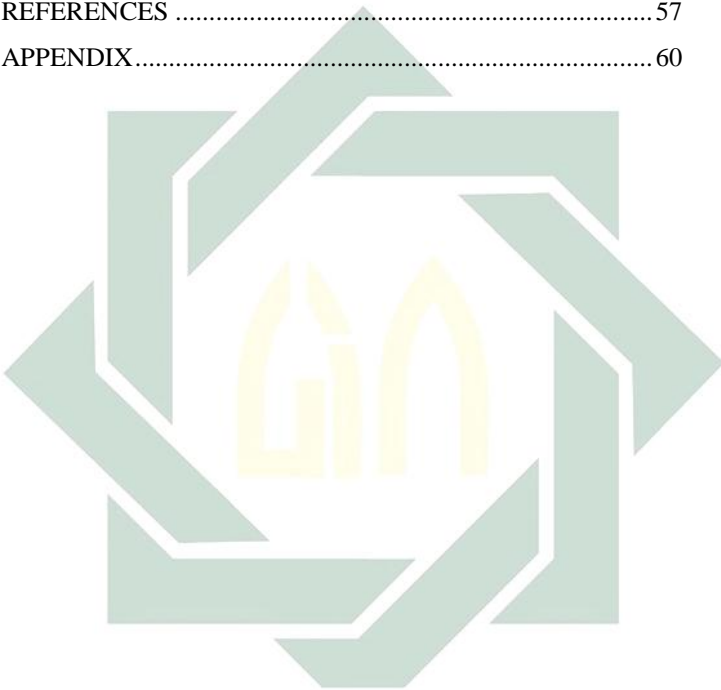
CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion55

B. Suggestion55

REFERENCES57

APPENDIX.....60



LIST OF FIGURES

Figure 2.1 Tutorial of Powtoon 1	21
Figure 2.2 Tutorial of Powtoon 2	21
Figure 4.1 Subjective pronoun	33
Figure 4.2 Subjective pronoun	33
Figure 4.3 Possessive pronoun	33
Figure 4.4 Adjective in slide 1	35
Figure 4.5 Adjective in slide 3	36
Figure 4.6 Adjective in slide 12	36
Figure 4.7 Expression of asking permission	39
Figure 4.8 Expression of asking permission	39
Figure 4.9 Expression of responding by paying attention	39
Figure 4.10 Expression of responding by paying attention	40
Figure 4.11 Definition of announcement	41
Figure 4.12 Example of announcement	43
Figure 4.13 Formal and informal announcement	43
Figure 4.14 Place of announcement	44
Figure 4.15 Expression of agreement	46
Figure 4.16 Expression of agreement	46
Figure 4.17 Expression of disagreement	46
Figure 4.18 Expression of disagreement	47

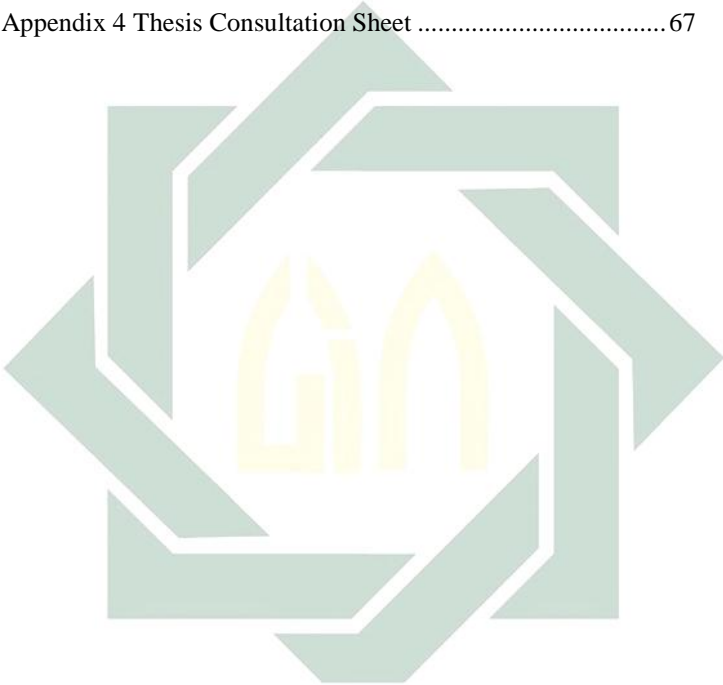
LIST OF APPENDICES

Appendix 1 Analysis Guidelines.....60

Appendix 2 List Basic Competence61

Appendix 3 Surat Tugas.....66

Appendix 4 Thesis Consultation Sheet67



CHAPTER I

Introduction

This chapter shows the reasons why this research is needed to be accomplished. It consist of the research question which are the root of this research, the objectives of the study that shows the aim of the research, and the significance of this study. In this chapter the scope and limitation and the definition of key term are also presented to provide clearer visual of the research.

A. Background of The Study

In the globalization era, technology has become one of the elements in life. The advance of information technology also gives a significant impact in the pattern of human life. Nowadays, technology has increased significantly to fullfill human needs. Thus, many people find that technology could make their life and their job easier. If the development and the use of technology are applied appropriately and correctly, it will result in positive or useful for humans. However, if the application is too excessive, it may have a negative impact.

Technology development is a systematic change. Various technologies have been developed, such as technology for housekeeping, education, social, information technology and soon¹. The development can be seen from various technological innovations which have been exist today. Technological advancements also have touched in various parts. One of technologycal advantments that will be discussed in this study is technology in the field of education.

Technology is not only about sophisticated tools in the form of gadgets. Technology is also used in education. Educational technology may improve the quality of service and the quality of the products in the education field. Product in the area of education are students who are qualified and have competitiveness.

Nowdays, mastering subject can be facilitated through integration of technology to support learning and teaching activity, such as in English language teaching. The development of science and

¹Koehler, M., & Mishra, P. (2009). *What is Technological Pedagogical Content Knowledge? Contemporary issues in Technology and Teacher Education*, 9(1), 60-70.

technology procedures methods and media of learning has been created and applied in learning English. Internet as a global communication medium is also applied as a language learning medium, including English. According to Rosenberg, by the development of media use, there are five shifts in the learning process, namely (1) from training to appearance, (2) from class to where and at any time, (3) from paper to “on line” or channels, (4) physical facilities to network facilities, (5) from cycle time to real time. Students and teacher interaction might be done in some ways by using media².

Nowdays, teaching and learning has become essential in some schools. Governments, researchers, school leaders, teachers and parents consider that technology is becomes essential to support students’ learning activity.³ Recently, literature has challenged these assumptions and acknowledged that students are born into a world which has great increasing technology. To develop students knowledge and skills on how to use the technology wisely teacher need to provide guidance about the use of technology in learning. For instance, the teacher may use video from youtube to introduce the gesture, gaze direction and language formality natives to the students or teacher may use social media to interact with the students by giving some task learning sources.

One form of technology which can be applied in language classroom is digital media. The important role of the technology gives teachers opportunity to design meaningful learning experiences. Media is not a new thing for teacher. Teacher has to consider tools and resources that can support learning activities for students. Another benefit of using technology is an opportunity to explore their ideas borderless.⁴ Media is also a way to explore students ideas without any limitation. Media helps in clarifying, facilitating, and making interest of learning messages that will be delivered by the teacher to students so that they can be motivated in learning and the learning process becomes more efficient. Technology on digital media can be used to restructure

²Rosenberg, Marc. J. (2001). *E-Learning : Strategies for Delivering Knowledge In The Digital Age*. USA : McGraw-Hill Companies

³Bannet, S., Maton, K. & Kervin, L. The ‘digital natives’ debate: A critical review of the evidence, *British Journal of Education Technology*. 2008. 39(5), 775-86.

⁴Eady, M.J. “*Tools for Learning: Technology and Teaching Strategies*”. University of Wallongong Australia. 2013. 6.

and redesign the classroom to improve their skill and create an enthusiasm classroom atmosphere.

Digital media helps users to get a lot of information and knowledge. Jenkins argues that digital media is different from traditional literacy media which is by media communication technologies such as film, television, print media, radio, video games, online media. Applying media may achieve the educational goal⁵, so learning at class is easier by using digital media.

The use of digital media for learning can be useful since it can help teachers to transfer the knowledge and information meaningfully during teaching and learning process. Media can be component of active learning strategies such as group discussion or case studies. Media could be a movie, video, a song on radio, podcast of a lecture or newspaper article. Students can also create their own media, such as: students video project can be a powerful learning experience. The new “electronic” instructional media belongs to computers interactive video and multimedia system⁶.

Referring back to the importance of media in language teaching, many teachers use media as a tool to teach and transfer the knowledge, because media is used globally in human life. Furthermore, teachers can find media that they need easily. The form of media is in various types and substances. Many people use it for different purposes. One of the purposes of media is used to attract students' interest. This research considering this focuses on identifying the use of media in teaching writing. Teaching reality English, the use of media is very essential to help students to acquire new concepts in language skills and language competence. There are many kinds of media which can be used by the teachers in their class but they have to understand how to use the media meaningfully.

Researcher found some teachers who use technology in the classroom and they can engage the students to learn and encourage

⁵Jenkins, H. (2006). *Convergence Culture: Where Old and New Media Collide*. New York:New York University Press.

⁶Education Encyclopedia, *Media and Learning-Definition and Summary of Research, Do Media Influence the Cost and Access to Instruction?*.
<http://education.stateuniversity.com/pages/2211/media-learning.html>

them to get more information,⁷ so the use of technology in teaching writing will help teachers to transform their knowledge or material easily. The teachers takes it really master the techniques of a media considering about the used of technology.

One technology-based media that can be used in ELT is Powtoon. The use of Powtoon media is an innovative media that can be used to attract students interests or enthusiasm in learning, especially in writing activities. Powtoon media can be used to motivate students to write and stimulus their ideas. Furthermore, it may help students to organize their ideas before they develop into a paragraph. The use of Powtoon is classified as video downloaded from youtube with the animation for teaching writing.

In relation to technology based media, there have been some studies that investigated the use media such as English teaching. The first research was conducted by de Leon Perez⁸. The researcher investigated the use of traditional techniques, and the effectiveness of Powerpoint to teach vocabulary to increase the vocabulary knowledge for reading skills for intermediate students. The result indicate powerpoint presentation is effective to teach vocabulary and develop the students' reading skill.

By Wafaa researcher also investigated the use media presentation, such as Prezi to teach vocabulary.⁹ Thus Study found that Prezi presentation is valueble tool for enhancing students' vocabulary.

This current study also investigated the use of media in teaching. However, the form of media is different from previous study. This study uses Powtoon media and the focus of investigation is also different. Previous students examined the use of media in teaching vocabulary, but this study focus on teaching writing. Therefore, the finding of this study may extend to the theory about the use of media in teaching writing. The finding of this current study can be giving

⁷Barbara Bowen. Ways to Use technology to Motivate Students' Writing. *International Journal of Arts and Commmerc.* 2014 p.2

⁸Humberto Marcelo. 'Incorporating Powtoon as a Learning Activity into aCourse on Technological Innovations as DidacticResources for Pedagogy Program'.P.3

⁹Wafaamhammad. ' Using Prezi Presentation Software to enhance Vocabulary learning of EFL Secondary School Students'. Vol 4.

positive input for the teachers by presenting the strategies of media use in teaching writing.

B. Research Question

Based on the background of study described above, the question of this research is how is the suitability of Powtoon media to teach English writing for junior high school students in Indonesian ELT ?

C. Objectives of the Study

The objective of this study is to explore the suitability of Powtoon media to teach English writing for junior high school students in Indonesian ELT

D. Significance of the Study

The result may contribute to the following parts:

1. For Teacher

The finding of the research will give description on suitability of applying Powtoon as media and to teach English writing and can be a consideration in selecting, developing and applying Powtoon media in teaching writing English for junior high school.

2. For Students

Students can use the findings from this research as a reference to find digital media which is available on material in English writing. Students can access the Powtoon video to open English lesson.

3. For Researcher

Further researcher may use this study as their reference to fulfill their study regarding on using media to teach writing in English.

4. Curriculum Developer

As basic for structured and development material for teaching English using Powtoon especially for teach English witing. This research of Powtoon video hopefully can be used as meterial development for curriculum developer.

E. Scope and Limitation

This research analyzed about Powtoon media with the criteria of media for teaching writing. The limitation of this study is the classification of the video in Powtoon which is appropriate with the criteria media for teaching writing. There are some criteria of media those are about content, purpoe of learning and learners verification. It also related with the basic competence curriculum 13 for junior high school. The researcher limits this study in Indonesian ELT.

F. Definition Key Terms

1. Media

Kozma defines media is tool used to assist English teaching and learning as forms of tools that are used to assist transforming information. Generally, media can be defined as all the methods and materials that can be used to support the learning process.¹⁰ In this research media is a tool to facilitate the learning process for teaching writing.

2. Powtoon

Powtoon is an online tool to make an exposure that has very interesting animation features including handwriting animations, cartoon animation and vibrant transition effects and easy time

¹⁰Kozma, R.B. "Learning with Media." *Review of Educational Research*, 1991.p2.

line setting.¹¹ In this research Powtoon is application that teachers need to support their English language teaching.

2. Teaching Writing

Based on Brown that stated teaching is the activity to help or show someone learning how to do something, give instructions, guide in the study something, provide with knowledge, understand knowledge and give knowledge.¹² Harmer also stated that writing is a way to produce language and express idea.¹³ Then, teaching writing is about guide the students to produce whole pieces of communication, ideas and arguments for a particular reader or a group of readers.¹⁴ In this case teaching writing can be defined as the teaching activity using media.

¹¹ Bruce Graham. "Power Up your Powtoon Studio Project" (Birmingham, Packt Publishing, 2015). p28.

¹² Brown, H.D. Teaching by Principles: and Interactive Approach to Language Pedagogy. (New York: A Pearson Education Company, 2001), p7.

¹³ Harmer J. *How to teach Writing*. (Longman: Pearson Education Limited, 2004), p31

¹⁴ Byrne, Donn. 1997. *Teaching Wrriting Skills*. New York: Longman, Inc.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter explicates several theories through reviewing some literature related to this study, including teaching media, teaching English writing and Powtoon. Some previous studies are also pretended in this chapter.

A. Theoretical Framework

1. Media

The lesson for the learners should be included up from tasks, media and activities. In this case, the lesson should facilitate young learner to learn something new. For the learners, the use of media can give opportunities for learners to interact with others.

a. Definition of Media

Media are selected on their ability to present the events of instruction and to facilitate the achievement of stated objectives. According to Anderson quoted by Bambang Warsita, media is divided into two categories, namely instructional aids and instructional media.¹⁵ Learning using tools is to help teachers (educators) in clarifying material (messages) that will be delivered. Therefore learning aids are also called teaching aids. For example photo frames (slides), maps, posters, graphics, flip charts, actual objects models and up to learning environments that are used to clarify learning material. Raiser and Dick designate instructional media as one of the instructional planning that should be prepared by teachers before coming in the classroom.¹⁶ Instructional media can be defined as the physical means including traditional means such as chalk, blackboard, and textbooks. Modern means

¹⁵ Bahtra. "Media Pembelajaran Powtoon."

<http://bahtra12.blogspot.co.id/2015/04/media-pembelajaran-powtoon.html>

¹⁶ Robert A. Reiser and Walter Dick, *Instructional Planning* 2nd Ed., (USA: Allyn and Bacon, 1996), 67.

refers to videos, tape, recorders, computers, overhead projectors, and others presenting instructional activities. Harmer stated that a range of objects, pictures, and other things can be used as instructional media to present language and to involve students in the activities.¹⁷ More specifically, Sands stated that instructional process in which media as teachers' language, deliver message to the students.¹⁸ Thus, it can be concluded that instructional media are used to deliver messages to students in order to obtain comprehensible input.

According to Geralch, there are six general categories of media.¹⁹ These categories can be related with presentation media of using Powtoon animation video. The first is Pictures. Pictures consist of photographs of any object or event, which may be larger or smaller than the object or event it represents. Picture is media which is the production of original forms in 2D in the form of photographs. Thus, it can be concluded that the media image is a facility or infrastructure that is realized visually in 2D, which is used to help achieve learning goals. In Powtoon video presentation images are evidence of the example shown to students. So, students can find out the form of material which is delivered.

The second is audio recording. Audio technology also plays an important role in delivering information, without the audio in a multimedia the result are incomplete. Sound or audio in multimedia is usually in the form of music sounds, sounds from the voice recorder and other sound effect. Recording made on magnetic tape, discs, motion picture, and soundtrack. On Powtoon recording used to voice speaker from teacher or educator. The voice changer can adjust the material entered on the Powtoon video. The use of audio recordings will be more interesting to be explored.

¹⁷ Jeremy Harmer , *The Practice of English Language Teaching*, (Cambridge: Ashford Colour Press, 2007), 177.

¹⁸ Lester B. Sands, *Audio- Visual Procedures in Teaching*, (New York: University of California, 1965), 5

¹⁹ Venon Geralch and Donald Elly, *Teaching and Media; Asystematic Approach*.(New Jersey:Practice Hall.198).P.297.

The third is motion picture a motion picture is a moving image in color or black and white produce from live action or from graphic representation. It shows transition material include words and picture.

The fourth Program is sequences of information (verbal, visual or audio) which are designed to elicit predetermined response. The most common examples are programmed text book or instructional program prepared for computers.

b. Criteria for Media Selection

Teaching learning activities uses instructional attributes of media and multimedia, since online resources are composed by media and multimedia, an understanding of these areas is critical in making good selection choices.²⁰ These approaches have value for today's online resource selection. They supply many of the criteria upon which online resources should be selected for inclusion in online courses.²¹

In addition Brown stated that there are five principles in selecting media.²² These points below relate to the media that will be used in this study. Those are Content, purpose, price, circumstance of use, learner's verivication.

Content refers to the material in the media. Media i.e. interactive video has significant relation with the lesson. The choice of certain media must be conformed to the lesson (message) that will be given to the students. This content includes learning material for English lesson.

The purpose of learning with media is the use of the visual contributes to the teaching and learning process significantly. It means that the media can facilitate the

²⁰Suzuki katsuaki, 'Various Factors Related to the Selection of Media for Instruction'.P.4.

²¹ Ibid.P.5

²²Venon Geralch and Donald Elly, *Teaching and media: Asystematic: Approach.* (New jersey: prentice Hall 198).P.254

teaching-learning process. the other purpose of selecting media are; 1) facilitate the learning process in the classroom, 2) improve the efficiency of the learning process, 3) maintain relevance between subject matter and the purpose of the lesson, 4) help concentration learning of the learning process. This is for improve the efficiency of teaching and learning.

Price is about managing expenses teaching in the class. Before buying certain visual aids, a teacher should consider whether the cost or money spent is accordance with the educational result derived from its use. The education costs incurred to make media realia more than digital media.

Circumstance of use is about check of equipment for applying media. In choosing a visual aid, a teacher should take into account the environment (school) where he/she teaches. They should think whether the aid would function effectively in that environment. An example, before learning process begins the teacher prepares equipment for presentations, such as; projector, LCDs and laptops.

Learner's verificationsis about a teacher must think about material adjustment with students who receive teaching use the media, so that the media can be coveyed appropriately. Before choosing learning materials adjust the curriculum with the material in order to achieve learning objectives well.

c. The Purpose of Video Media in Teaching Learning

Audio visual or video media is a medium that is now being enjoyed by the public. With shows that are so clear, the public can see them or monitor them repeatedly. This media is also used to convey learning messages. In video media there are two elements that are mutually united namely audio and visual. The audio element allows students to be able to receive learning messages through hearing. The visual element allows creating a message to learn through visualization. According to Ronald

Anderson,²³ video media is a series of electronic images accompanied by sound elements. Audio also has elements of the image that is poured through video. There are several objectives of video media in learning, namely:

The first is about cognitive. Cognitive is all effort concerning brain activity. It means that cognitive in learning process as an interpreter of material understanding. Cognitive goals include of education with regard to memory or recognition of knowledge and development of intellectual, there are several cognitive purpose, namely: a) video can develop cognitive partners that involve the ability to recognize again and the ability to provide motion stimulus and suitability. b) Through video can also be taught the knowledge of the laws of certain principles. c) videos can be used to show examples and how to behave or action in an appearance, in particular those involving student interactions.

The second affective is the scope related to attitudes and values. There are several objectives in affective purpose: a) video is a good medium for conveying information in affective terms. b) Video cause effects and techniques, videos can be a very good medium of nature influencing the nature and emotions.

The third psychomotor is the scope related to the skill. There are several objectives in psychomotoric purpose: a) Video is the right media to show examples of skills that involve motion. By using this tool explained, either by slowing down or speeding up what is displayed. b) Through video students can immediately get visual feedback on their abilities so they are able to try the skills that concern the movement.

Learning using video media in the learning process can be used to assist or facilitate student at the time of delivery of material or assignments. This video media is

²³Anderson Ronald H.(1994). *Pemilihan dan Pengembangan Media untuk Pembelajaran* (terjemahan Yusufhadi Miarso, dkk). Jakarta:Raja Grafindo Persada.

efficiently used for schools that have the availability of facilities such as projectors and LCD.

d. Using Video Media in English Learning

According to Wang, there are three goals of teaching English with video materials; the first is to facilitate the development of EFL learners language skill, it means that the video can provide a lot of information for learners, get their attention to focus on the material in the video and improve their comprehensive linguistic competence. The second is cultivating students' competence of intercultural communication. When the video is presented in the classroom, it does not only give information about the language, but the learners also can learn about culture of English native speakers. Then, it can support the learners' communicative competence in English. The third is to cultivate students' aesthetic values and ability to appreciate English video. In this case the video does not only present information about what the students have watched, but it is expected to make the students have impressions of the video in their mind. It can encourage them to have deep thinking and critical review. Then Harmer state that deploying video in English language learning provides special points to the students, seeing language in use, cross-cultural awareness, the power of creation and motivation.²⁴ It means that video employs important roles in the classroom because the students do not only listen how the language used by native speakers, but they also can see about the language used in real context.

e. Techniques of Using Video in Teaching English

The rapid development of science and technology, especially in terms of the development of communication technology, the learning media used by teachers at present is not only conventional learning media in the form of

²⁴Harmer, J (2006). *The Practice of English Language Teaching*. Third Edition Completely Revised and update. Malaysia .Longman.

blackboards, pictures and posters. With the presence of communication technology in the form of audio-visual media such as computers, television sets, radios, tape recorders, films and so on, they can also be used as learning media. According to Sand and Brown several commons procedures of using a video in teaching those are the following: (1) Pick a particular clip to represent main content of the video. When using video, the teacher does not always need to let students watch the whole part of the video, but they can select some essential parts and discuss it with the students. (2) Prepare guidelines for students' activities and discussion question on what they have to see, hear, and look for. Commonly, when video is presented in the class, there is no specific instruction about what the students have to learn from the video and what about they have to do after watching the video. This matter should be well organized to guide the students in achieving the learning objectives. (3) Introduce the video briefly. Giving information to the students about them has to watch is important action to activate the student's prior knowledge and help them in the process of comprehension the information. (4) Play the video. When playing video, the teachers have to facilitate the students to focus on what they watch. (5) Stop the video at any part to high light a point or reply it for exercise. It will be effective to guide the students to understand what they learn. (6) Set a time for reflection what they have watched. This activity is really beneficial in order to gather information that relates to the students understanding about what they have watched. In addition, it can facilitate that relates to the students to practice their communicative competence, especially in delivering information orally. (7) Design an active learning activity. This point is most influential, the teaching and learning activities will not run effectively if the teachers do not prepare what the teachers and students have to do during the class. In this part, the teacher's capabilities to run appropriate techniques are needed.²⁵

²⁵Sand, Lester (1956). Audio Visual Teaching Procedures. New York:

f. Teaching Writing Using Media

Teaching English writing is fundamental skill for developing skill in learning English. Starts from writing a sentence, paragraph until making essay. One of processes that can be done when teaching writing is using media as a tool for learning in the classroom. According to Smaldino, Lower and Russel media is a tool for communication, in learning activity it means delivering message to the students.²⁶ The message conveyed to the students such as material related with the topics will be studied. According to Newby media can be a learning facility in the classroom, which is a tool to support the learning process.²⁷ As well as media that played through LCD and projectors displayed in the classroom to show the material conveyed by the teacher to students.

According to Smaldino, Lowther and Russel media has six part those are text, audio, visual, audiovisual, picture and people. The first part is text, the text contains the coredeliveres by the author, for example an explanation of the material conveyed by the teacher. The second is audi, everything that comes from the sound , both the original sound o recording. The example is the voice of students, teachers, music and voice over. The third is visual , everything that can be seen, for example comics and photograph. The fourth is audiovisual which is combination of sound and image. The result of the combinations are video and movie. Audiovisual can be displayed vio LCD, projector and DVD. The fifth is manipulate, which is someting three-dimensional that can be touched or made by students, for example is a statue and realia. The sixth is people which can be real medium when

The Ronald Press.

²⁶ Smaldino, Sharon E., Lowther , deborath L., Russel, James D.. 2008. *Instructional Technology and Media for Learning (ninth Edition)*. Upper Saddle River NJ: Pearson Education.

²⁷ Newby, T.J.(2000). *Educational technology for Teaching and Learning* (2nd ed)Upper Saddle River, NJ: Merril/Prentice-Hall.

learning in the classroom, for example students and teachers. From the categories of media can help learning activities.²⁸

Teaching writing requires media to motivate students to learn in the classroom, requires cognitive and affective learning process.²⁹ Video or movie media can be used as a support for the learning process because students will be interested in seeing media that has color and animation that can move. Combination of moves, colors, sound stimulus and interaction with others things can be a learning media support. Further more, the use of those media is suitable to students who always have curiosity to something new, attractive and modern. Consequently the use of media in learning writing should be improved to arouse the students' motivation and help then develop their writing skill.

2. Teaching Writing

a. The Nature of Writing

Writing is an activity to express human taught, ideas in English skills. According to Susan Brindley, the term "writing or to the written product" is productive skill.³⁰ Writing becomes one of the important skills that have to be mastered by the students. Since writing is one of the way students to practice their target language. Writing is the communication which has purpose to an audience.³¹ It means that, the students' ideas, opinion and experience can be

²⁸ Smaldino, Sharon E., Lowther, Deborah L., Russel, James D.. 2008. *Instructional Technology and Media for Learning (ninth Edition)*. Upper Saddle River NJ: Pearson Education.

²⁹ Anderson, Ronald H. (1987). *Pemilihan dan Pengembangan Media untuk Pembelajaran*. Jakarta: Universitas Terbuka bekerja sama dengan CV.Rajawali.

³⁰ Susan Bredley, *Teaching English*, (London: The open university.2005), 151

³¹ Peha Steve, *Writing Teacher's Strategy Guide*.2010, (http://www.ttms.org/steve_peha_get_to_know_me.htm, accessed on January 11, 2015)

spoken in written form.³² In addition, through writing the students can express their ideas and feelings without sound. Writing is also a tool to communicate with other people who are not around us. According to Brown, writing is two steps process. The first process is figuring out the meaning and the second process is putting the meaning into language.³³ The important thing of writing for students is to produce their own language on the paper. The students should practice and try to write and to increase their capability in order to be good writer. Based on several definition above, writing skill can be obtained. The first is exploring and transmitting ideas, though and feeling into written form. The second conducting a number of revising process to carry out a grammatically and orderly texts. Probably everyone agree that writing is more complicated than other. The writing production are in the forms of readable text which should be meaningful to everyone who read the writing. The purpose of the English teacher is to make students able to produce fluent, accurate and appropriate written in English.

b. Purpose of Writing

The purpose of writing is to express the idea or feeling in certain way and that make an impression for the reader. As Nunan, stated that the purpose of writing is to express and impress.³⁴ Moreover, usually writing is usually used to make a note of something, for example lesson's note, lesson's schedule, diaries etc. in addition, according to Oshima and Hogue, there are some purpose of writing³⁵, such as:

- 1) Writing to entertain; writing to entertain generally takes the form of so called 'imaginative writing' or

³² Arthur Brookes & Peter Grundy, *Begining to write* (UK: Cambridge University Press.2006),1

³³ Brown , H. Douglas. 2000. *Principle of Language and Teaching* . 4th edition. New York: The free Press.

³⁴ Nunan, David.(2003). *Practical English Language Teaching*. Singapore; Mc graw-hill Company.

³⁵ Alice Oshima and Ann Hogue. *Introduction to Academic Writing*, (New York :Wesley Longman, 2007), p.15

‘creative writing’. Of course all of writing requires some imagination and creativity.

- 2) Writing to inform; these kinds of writing can also be ‘entertaining’ in the sense that they are a good read.
- 3) Writing to persuade; this includes advertisements, some newspaper and magazine article and some types of essay.

However, learning to write especially in second language is not simply a matter of ‘writing things down’ because writing skill is very complex and difficult to learn. It can be easy for students if we give some creative activity for brainstorming this lesson.³⁶

c. Teaching Writing

The teaching of writing has some objectives and indicators. It is stated in curriculum 13 that the teaching and learning of writing skill in junior high school is targeted to achieve a functional level. On the functional level, students are able to communicate adequately both in spoken and written form to complete daily activities. Moreover students are able to create some monologue short functional level is students can develop their linguistic competence.

Objectives of the teaching of writing skill can be achieved through some approaches. Siahaan state, writing skill is for communication between writer and reader.³⁷ According to Harmer, there are two approaches in teaching writing. They are focusing on the product of writing process and focusing on the

³⁶H. Douglas Brown, *Teaching by Principle An Interactive Approach to Language Pedagogy*. Loc.Cit.,p349

³⁷Sanggam Siahaan. (2008). *The English Paragraph*, (Yogyakarta:Graha Ilmu,2008), p.2

writing process itself.³⁸ He stated that focusing on the writing process leads those who advocate a process approach in writing. Writing is combination of process and product. Beside that writing can be it is a skill that needs process to productive skill develop. However teachers have to pay attention to the various stages of any piece of writing process.

Raimes explain that teaching is a process that will make the students learn and do something.³⁹ It can be done not only in the classroom but out of classroom or outdoor. The characteristic of successful teaching involve a process of teaching and learning, the teacher tasks are planningly, preparing and motivating the students to join with their lesson. It also serves a variety of pedagogical purposes as a target of teachers and students and also well known as extended or process writing. Then, he state that writing is skill in which we express idea, feeling and thought in written by using eyes, hand and brain.

3. Powtoon

a. Definition of Powtoon

Information technology continues to grow every second as the development of an increasingly sophisticated era. Various kinds of software are scattered from instant to complex and from free to commercial ones. A community of observers of software such as "Formulation" is one of the factors that will play a role in maximizing the use of software by sharing information and knowledge.⁴⁰ This is one strong reason that humans must be able to defeat

³⁸Harmer, J., 2005.*The Practice of English language Teaching*.3rd edition. England: Longman.

³⁹ Raimes, A.,2010.Why Write? From Purpose to Pedagogy.*English Teaching Forum*.Vol.XXV, No.4. Available from <http://Facultystaff.richmond.htm>.

⁴⁰Zhang, Y.A. (2012). Developing Animated Cartoons for Economic. Teachinh . journal of University teaching & Learning Practice Volume 9 Issue 2.

technology, which means that our skills (together) in maximizing the use of software are preferred over the ability of the software itself. For that a teacher is not only required to be selective in choosing software but also creative in developing its use so that it is more beneficial for teachers and students. A stick can certainly not be used to clean up, One software is not enough to meet our needs in classroom learning. Like presentation software that is our idol, PowerPoint. Therefore we choose the Powtoon application.

Powtoon is web-based animation software that allows user too quickly and easily create animated presentations by manipulating pre-created objects, imported images, provided music and user created voice-overs. Powtoon is used by businesses to create engaging, creative presentations that capture attention, and can be similarly used for educational assessment and content delivery.⁴¹ PowToon is a tool whose operation is similar to Power Point, Impress, or even Prezi. It uses slides to which text and images can be added to, but it also allows animation and the incorporation of sound or music, available in the same application or through an external source.⁴² The result is a product that mixes the look or the appearance of a PowerPoint Presentation with a comic book. These online visual presentations are a fast and eye-catching way to deliver information to diverse audiences within a very short time period.

The way to operate of Powtoon to be a good video. The first Make sure you have logged into the Powtoon site, and on your dashboard select start from scratch click the edit button. For the slide the title already has a template that you can select and edit later. Just choose whatever you like. Click the add button to add a new slide. To make more advanced customizations, you first activate Customize

⁴¹Gupta Priyanka blog, *Powtoon in The Classroom*, <http://edtechreview.in/reviews/2887-tool-for-teachers-powtoon-in-the-classroom>.

⁴² ibid

Mode in the upper right corner. after that add the image and enter the dialog. And finally, click upload Powtoon. Finished, wait for the Youtube link to be sent to your email and congratulations. You just managed to make an awesome presentation with Powtoon.

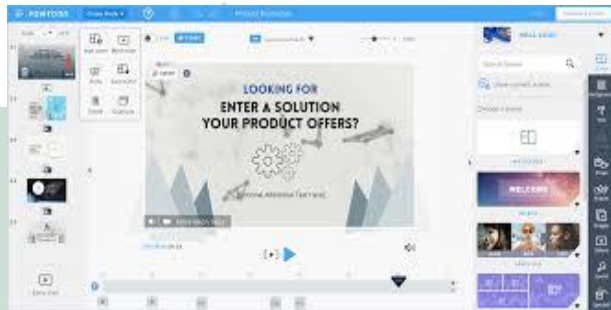


Figure 2.1 Example of Powtoon tutorial



Figure 2.2 Example of Powtoon tutorial

b. Advantages and Disadvantages of Powtoon

Powtoon is online tool that may let students and teachers to make animated presentations. Students can use it for create short and as well sustained research in based question. Powtoon can demonstrating understanding of the topic, use technology for publishing information that may help others. Develop a good organization and style of presentations for the audience, can write informative text with pictures. Because of the animated cartoons, students are more interested on making presentations, and because they are more interested in their presentation and topic research would be much better, having a great level of information. Almost all features can be accessed in one screen making. "Powtoon" is easy to use in the process of making an exposure that has built-in cartoon characters, animated models and other cartoon objects makes this service very suitable for making teaching media especially for students who like a relaxed and non-formal atmosphere in classroom learning.

There are some benefits of using Powtoon Learning Media. The first clarify the presentation of the message so that it is not too verbalistic (in the form of mere written or oral words). The second overcoming the limitations of space, time and sense power, such as: Objects that are too large, can be replaced with reality, images, frame films, films, or models. Part of objects that are small-assisted with micro projectors, frame films, films or pictures. The third motion that is too slow or too fast, can be helped by time lapse or high-speed photography; Events or events that occurred in the past can be displayed again through film recordings, videos, frame films and photos. The last concepts that are too broad (narrative text, procedure text, descriptive text, etc).⁴³ The concept can be visualized in the form of films, frame films, images, and so on. Next more varied, it means that Powtoon has many

⁴³Hendrik, Muhammad. (2015). Ulasan Tentang Powtoon (online), <https://muhammadhendrik94.blogspot.co.id/2015/ulasan-aplikasi-powtoon>, diakses tanggal 27 desember2018.

variant for template. Creator can choose the template suitable with the material. Teachers can choose education section and create or modify a video originally present them selves, the content of their course or the content of specific project.

The use of educational media appropriately and varied can overcome the passivity of the child causing excitement to learn, allowing more direct interaction between students and the environment and reality, allowing students to learn on their own according to their abilities and interests, providing the same stimulus, experiences, and raises the same perception. With the Powtoon application the teacher can display concepts from language learning with a more attractive appearance with the features offered so that conceptual learning that tends to be boring and confusing becomes easier.⁴⁴ The teacher only needs to provide additional explanations of what has not been explained in the application. Every media has advantages and disadvantages. Therefore, it is necessary to combine learning media and strategies for teaching.

The advantages of the Powtoon application are as follows⁴⁵. First, having interesting animations. The aimation are fun, present more animation and more pleasing to the eye than a simple presentation. Second, It is very appropriate if the presentation uses Powtoon at the school level because it can eliminate boredom through the animations it has. Third, The results are very interesting if accompanied by the right background sound. On the making of this Powtoon video can include songs, instruments and voice actor. For example fill out the sound using our own voice, read the text according to the material entered in the Powtoon video. Fourth, the result are very interesting if accompanied by the right backsound. Powtoon has a range

⁴⁴Edmons, T.J., 8Branch, R. M. (2002). *Survey of Instructional Development Models* (4th ed).Syracuse, NY: Eric CleareingHouse on Information.

⁴⁵WijayantiRofida<https://civitas.uns.ac.id/Rofidaw/2017/06/30/media-pembelajaran-powtoon/>June 30, 2017

of music, picture and sound effect that can be used, other source can be uploaded as well as the ability to record a voice actor. Fifth, easy to use everyone, teachers and students, in the website also gives a tutorial option in the beginning than to make the creator process easier.

Besides that, Powtoon also has weaknesses. The weaknesses of the Powtoon application are as follows. First, the presentation of using Powtoon is less effective, because teaching and learning using Powtoon media is need supporting tools. Meanwhile in the same areas has limited tools for learning process, because using Powtoon media need supporting tools like laptop, LCD projector. Then, requires basic skills to use it. It means the teacher or creator should have ability to operate the software of Powtoon application.

c. Powtoon and Language Learning

The development of technology has a lot of software that can help us in presentations such as Power Point, Prezi, and Powtoon. Until now, what we often use is only Power Point. But it turns out there are still many other software that are more interesting and easier, for example Prezi, Powtoon and other software. This software can be used for presentations but we don't know yet how to use them.

Powtoon is an online service to make an exposure that has very interesting animation features including handwriting animations, cartoon animations, and more vibrant transition effects and very time line settings. Almost all features can be accessed on one screen, making the Powtoon easy to use in the process of making an exposure. Exposure that has built-in cartoon characters, animated models and other cartoon objects making this service very suitable for making teaching media, because it will lead to a relaxed and non-formal atmosphere in classroom learning. With Powtoon we can be more relaxed and easier to understand what is conveyed by the speaker or lecturer because the Powtoon is also equipped with a video explorer. In addition the Powtoon can also be used by a marketer to

promote their business. By using Powtoon marketers can learn how to grow the business with the best video animation.

Powtoon has been widely designed and tested to ensure that it is as simple as possible while never sacrificing the slightest quality or professionalism. We have every animation tool needed to always add more features, templates and styles. Powtoon can turn on our presentations because audiences can communicate via video animation. With dynamic characters, eye-popping images, and active text and other sequences, Powtoon helps us capture audience attention and imagination. By using Powtoon our presentation will be more alive and not boring.

The use of Powtoon in learning is indeed a new application and not many people know about Powtoons' media. The application of the Powtoon media is not much different from the PowerPoint media to present a teaching material but the Powtoon is more interesting because of the many choices of animation. The problem of teachers in schools is actually what kind of media is able to make students easily accept the material provided by the teacher. Powtoon's media can make the classroom atmosphere livelier and not bore students because it has many features and animations that make it interesting for students to listen and pay attention teaching learning.

d. Suitability Powtoon media with Curriculum13

Suitability is something or someone has the right for a particular purpose. The suitability of Powtoon video with the curriculum 13 it seen from the analysis guidelines. There are some aspect being analyze the Powtoon video, those are categories of media, principle selecting media and related criteria of good media with teaching writing. Categories of meia has some criteria that should on Powtoon video. The criteria is about picture, text, audio recording, motion picture

and program is sequences.⁴⁶ Then principle selecting media can be seen from the content, purpose of learning and learner verification. The content on the Powtoon video must be in accordance with the material taught according to the learning time. The suitability of the powtoon video has the aim to see the compatibility between the Powtoon video with basic competence in curriculum 13.

G. Previous Study

In order to avoid unnecessary replication, researcher provides some previous study as the consideration and reference to conduct the current study. The first is: journal from Marcelo Humberto with the title *“Incorporating Powtoon as a Learning Activity into a Course on Technological Innovations as Didactic Resources for Pedagogy Program”*.⁴⁷ This journal Marcelo incorporates the learning activity with the technological. The result of this journal Powtoon is useful for the program in educational. It is also useful tool, for teaching-learning process, the elaboration and expression of contents and the creation of audiovisual material. The difference between the studies with the researcher study is the researcher did not use an experimental method but only analyze the video materials.

The second previous study by Wafaa Muhammad, entitled *“Using PREZI Presentation Software to Enhance Vocabulary learning of EFL Secondary School Students”*.⁴⁸ Wafaa talked about student’s improvement in vocabulary achievement by using Prezi presentation software. It promotes the students understanding by mixing words and media. The second possible explanation is the effect of media on motivation. The difference with this study is the

⁴⁶ Schmidt Xavier, “Criteria for Good Teaching Videos”, ETHZurich.2018

⁴⁷ Humberto , Marcelo.(2017). *“Incorporating Powtoon as a Learning Activity into a Course on Technological Innovations as Didactic Resources for Pedagogy Program*.ijet.

⁴⁸ Muhammad . Wafaa.A.(2015). *“Using PREZI Presentation Software to Enhance Vocabulary learning of EFL Secondary School Students*.Education Research International.vol4.

researcher focus on writing skill. The similarities is using new media program that might enhance their learning.

The third previous study by De Leon entitled “*The Effectiveness of Using Powerpoint for Teaching Vocabulary to Increase the Vocabulary Knowledge for the Reading skill, Among the Students of the Intermediate Intensive English I of Semester II, 2011 at the Foreign Language Department in the University of el Savador*”.⁴⁹ This research discusses about effectiveness of PowerPoint presentation. The other result students were able to memorize vocabulary, they showed positive attitude toward the learning process.

The fourth previous study is by Siti Maryam with the title “*The use of Prezi with Know, Want and Learn (KWL) Strategy to enhance students Reading Comprehension*”⁵⁰. The researcher collaborate Prezi and KWL strategy to enhance students reading comprehension. Then other result is improve the students creative skill, independence and recognized sophisticated of technology in learning. There are some differences between this research and the previous studies. In this research, the researcher used quasi experimental. The researcher conclude the students interest to learn English reading by using Prezi with KWL strategy.

The fifth previous studies is by Eisa Amiri entitle “*A Study of The Application of Digital Technologies in Teaching and Learning English language and Literature*”.⁵¹ The

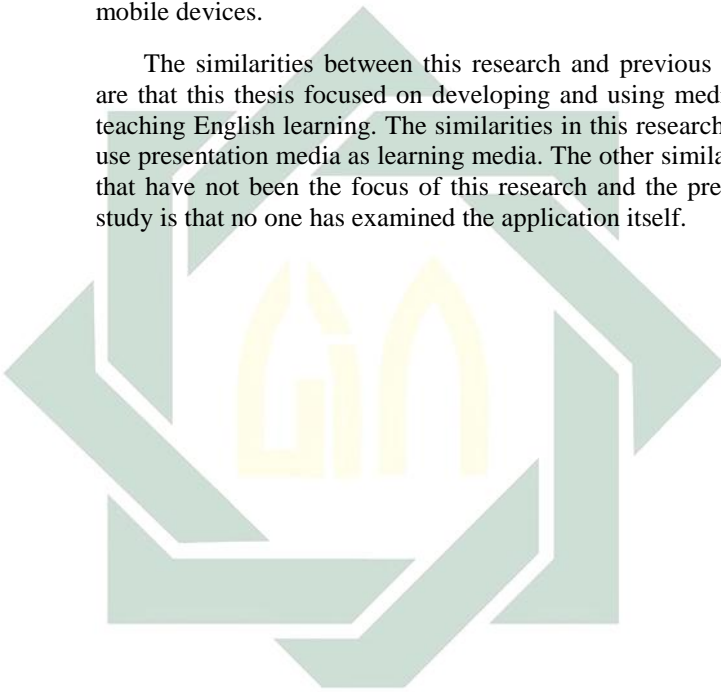
⁴⁹ Leon. Perez.(2013). *The Effectiveness of Using Powerpoint for Teaching Vocabulary to Increase the Vocabulary Knowledge for the Reading skill, Among the Students of the Intermediate Intensive English I of Semester II, 2011 at the Foreign Language Department in the University of el Savador*.EL Savador.

⁵⁰ Maryam .S.H.(2016). *The Use of Prezi with Know, Want, and Learn (KWL) Strategy to Enhance Students Reading Comprehension*. State University of Makasar.ELT Worldwide Vol 3.

⁵¹ Emiri.E.(2012). *A Study of The Application of Digital Technologies In Teaching And Learning English language and Literature*. Islamic Azad University,Iran.vol1.

researcher use internet communication tools began to develop education especially in teaching English language and literature learning as the case study. Then the result from the researcher technological devices should be always used students and teachers. In order to provide an interaction between language learners and teachers or peer to peers internet connections and mobile devices.

The similarities between this research and previous study are that this thesis focused on developing and using media for teaching English learning. The similarities in this research is to use presentation media as learning media. The other similarities that have not been the focus of this research and the previous study is that no one has examined the application itself.



CHAPTER III

RESEARCH METHOD

In this chapter, the researcher explains the method used in this study. It consists of research approach design, setting of the study, subject of the study, data collection technique and data analysis technique.

A. Research Design

This research study is qualitative research. Lichtman defines qualitative research as a way for a researcher to gather, organize, and interpret information obtained from humans by using their eyes and ears as filters. Ary, Jacobs, and Sorensen stated that by using qualitative research, a researcher is able to look for the understanding of the phenomenon by emphasizing on the holistic picture⁵². It does not rely heavily on hypothesis testing, cause and effect, and statistical data. Lichtman stated that the researcher plays an important role in qualitative research.

The qualitative approach was used for reclassifying a study about classification of good video of Powtoon for teaching writing. It was showed many criteria for identification the good video of Powtoon. Some reasons that make this research consideration as qualitative are (1) the researcher was as the key instrument. (2) The researcher directly analyzed the video by using list of good criteria from the theory. (3) The researcher describe the result of analyze.

B. Research Presence

In this study, the researcher was the non participant researcher. The researcher is key instruments in identifying the use of a reference system. Researcher does an important role in collecting and analyzing data. In the qualitative method, the

⁵² Ary, D., Jacobs, L. C. & Sorensen, C. 2010. *Introduction to Research in Education* (8th ed).

researcher was to be everything in the whole research process.⁵³ Therefore, in this study researchers have a function as pure observer and data collector.

C. Subject of the Research

The subject research is Powtoon video. Powtoon video is an animation video that has characteristic combination of text and audio recording. The videos downloaded from YouTube with material that suitable the basic competence in curriculum 13. There were 6 Powtoon videos analyzed. This research took one video of every semester. This research used analysis guideline to identify all the video. The step to work on research first is connect to network, and then open YouTube after that download the Powtoon video suitable with the basic competence. The last analyzed the video related with the theory. The criteria of video that downloaded should has content related with basic competence, categories of media that include picture, text, audio recording, motion picture.

D. Data Collection Technique

This qualitative research needed the data to support the investigation, so collecting data was one of the most important steps when doing a research. The steps in collecting data in this research are follows.

The first for to do get a document is download the curriculum. After that the researcher chose basic competence from the curriculum. The selected basic competence is appropriate to the material that is suitable for accompanied Powtoon video presentation. Basic competency is chosen for each semester in 3 grades. Then, researcher selected the Powtoon video that was in accordance with the basic competence.

E. Data Analysis Technique

The researcher observed at the Powtoon video as the result of his study on the video by giving Analysis guidelines. The

⁵³ Lexy J. Moleong, *Metodologi Penelitian Kualitatif Edisi Revisi* (Bandung: Remaja Rosdakarya, 2009). 121

guideline was the criteria of good teaching using video. Then, the criteria was given by the guidelines was classified into describe of classification the good media resources. Then, the analysis guideline for identifying the video was designed using described the guidelines one by one. Therefore, researchers describing every criteria of good teaching video to classify the Powtoon video resources that was adapted and modified from theory of criteria for teaching writing using video media of Powtoon. There are several categories for analyzing good media for teaching, especially for analyzing Powtoon video for teaching writing. The first is about the general categories of media, which contains categories that related to media presentation. The second is about principle of selecting media. The third is several procedures of using a video media. Step for analyzed the Powtoon video are:

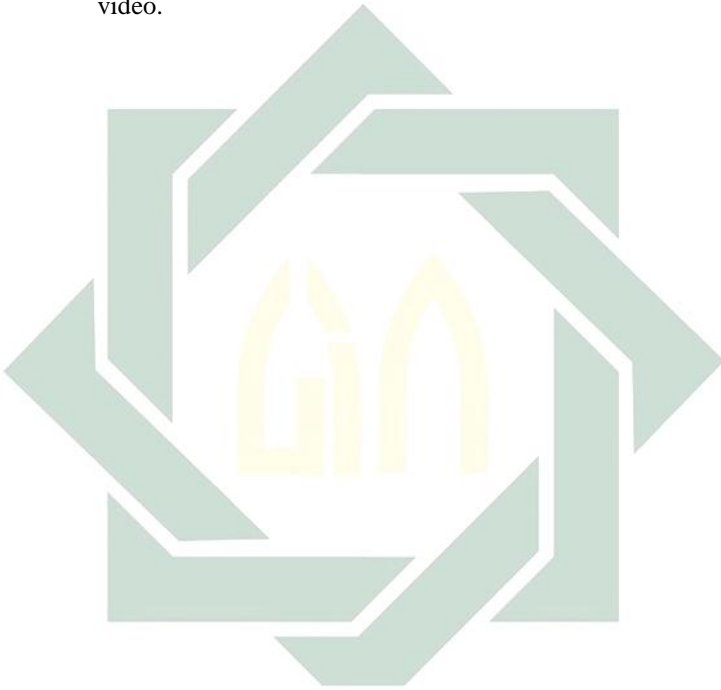
The first thing to analyze Powtoon video is to understand about teaching writing competence in curriculum 13. The researcher read basic competence in curriculum 13, after knowing basic competence about writing, the researcher took six basic competence by choosing one basic competence in every semester. The researcher chooses one basic competence for each semester that was suitable with Powtoon video on Youtube.

The second researcher was looked for Powtoon videos whose material in accordance with selected basic competence. After the researcher selected six videos as the research data, the researcher played each video several times to write the findings of the study.

The third researcher analyzed all of the Powtoon video by connecting with the theory and previous study. The researcher analyzed the data in the form of videos by describing one by one the videos. After that the researcher describes the video including the opening, contents, closing and what is seen on the video and correlate with the theory. To display the evidence of the activity in the video, researcher added screenshots of evidence that only took two or three parts of the video. The purpose of put the screenshot to show the

evidence of Powtoon video that contents about material, text, vocabulary, conversation and pictures.

The researcher wrote all the result of analysis from each Powtoon video then the researcher summarized it. The researcher also wrote the conclusion of the analysis in every video.



CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Findings

The data have been analyzed based on the research question to answer the research question. This study used videos downloaded from YouTube. The videos were analyzed by classifying the material based on the basic competence in Curriculum 13. This chapter answered the research question about the suitability of Powtoon video to facilitate teachers to teach writing.

This research only selected the video that is relevant to the research problem that is, Powtoon media which are suitable to teach English writing at junior high school. To identify the suitability of Powtoon video, the following section presents the finding of the analysis described based on their relevance to the basic competence in Curriculum 13.

1. The Suitability of Video Powtoon to Study Writing for Junior High School

The materials at videos were taken based on the basic competence in curriculum 13. In Powtoon video there has been some features which media that can be used and selected by the teacher to support teaching and learning English writing at junior high school.

a) Video 1

The first video to be analyzed was material about "personal information". This video for grade 7 in students semester 1, according to basic competence 3.2 (*mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, sesuai dengan konteks penggunaannya. {Perhatikan unsur kebahasaan dan kosa kata terkait hubungan keluarga;*

pronoun(subjective, objective, possessive) which contain identify social functions, text structures and linguistic elements of oral and written transactional interaction texts that involve the act of giving and requesting information related to identity, short and simple, in accordance with the context of its use. The material focus of the elements of language and vocabulary related to family relations; pronoun (subjective, objective, possessive).

In this video there are several family members who explain their personal information. The first part was a boy introducing himself, he mentioned his name, Roger. Roger mentioned about him regarding age, school, hobbies, favorite food and his place of residence. After that Roger introduced his father, the name is Leonardo. Leonardo explained about him about age, hobbies, favorite sports and favorite films.

Then Leonardo introduced his wife, his wife is Sylvia, she was from Canada. Sylvia mentioned her identity that she liked computer games and about favorite films. Then Sylvia introduced her daughter, which meant Roger's sister, she was named Gilda. Gilda explains about her identity that she likes dancing and ice cream. Gilda also has a pet named Moshi. Moshi is a cat. Moshi like chase birds in the garden and like to sleep. In the last part Roger said that he and his family were happy to live in Paraguay. They have many friends there. That was a video that gave an example suitable for basic competence 3.2.

This video deals with linguistic elements in basic competencies 3.2, namely pronoun (subjective, objective and possessive). Subjective pronouns are shown in several sentences, such as; a) I like to listen music. b) I live in Asuncion with my Family. c) I like to play my computer games. d) I love rainy days. e) She is my wife. f) We are happy living in Paraguay. From the video subjective pronoun those are used I, we and she. Possessive pronoun are shown in several sentences, such as; a) My name

isb8gt Leonardo. b) My favorite are soccer and basketball. c) This is my daughter. d) This is our pet Moshi. Some examples show the possessive pronoun contained in this video is My and our. This video does not show the example of an objective pronoun, so the teacher must provide and explain the example after this video.

Link video 1 : <https://youtu.be/oqTVcSibp9c>



Figure 4.1 Subjective pronoun



Figure 4.2 Subjective pronoun



Figure 4.3 Possessive pronoun

The Powtoon video about family relation has benefits learning for students. This video contains members from families of fathers, mothers, children and pets. The sentence contained in the video it can be the example of students for making a text about describing the family. After playing the Powtoon video the teacher can ask students to make a brief description of the part of his family.

b. Video 2

The next video is for grade 7 in semesters 2. Powtoon video is in basic competence 4.7.2 (menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks) (prepare oral and written descriptive text, very short and simple, relate to people, animals and objects, taking into account the social function, the structure of the text, linguistic elements, correctly and suitable with the context). The researcher focused on the theme about describing people, especially is describing the appearance.

This second video about describing appearance. This video contains about vocabularies, especially about adjective. The vocabulary contained in this video will be

support for creating a descriptive text, because there are many vocabularies about part of body, so students can write various kinds of adjective in descriptive text. The vocabulary contained in this video is accompanied by a picture, so the students can understand the meaning from difficult words. The following are adjectives words in each slide of the video :

1. Great, awesome gorgeous, marvelous
2. Attractive, good looking, pretty
3. Unattractive, horrible, awful, ugly
4. Tall, average height , short
5. Thin, average build, a bit overweight
6. Slender, well-built, athletic muscular
7. Fat and skinny
8. Face :round, square, oval, triangular
9. Colour of the eyes : brown, hazel, blue, green
10. Eye shape : round , almond, close set eyes, wide set eyes, upturned, downturned
11. Hair : long, short, shoulder lenght, bald
12. Hair colour : fair, blonde, dark, black, red, grey
13. Hair type : straight, curly, wavy, receding
14. Nose type : straight, upturned, snub, aquiline, hooked
15. Lips shape: full, puffy, sensitive, small, thin
16. Moustache, beard, mole, freckles

The vocabulay above can be used by students to make description text. The teacher should add an explanation of the usefulness of the vocabulary in the video. Below are a few snippets from second video.

Link video 2:<https://youtu.be/XGdKDemKF30>



Figure 4.4 Adjective in slide 1



Figure 4.5 Adjective in slide



Figure 4.6 Adjective in slide 12

This Powtoon video has the benefit of students describing part of body. After this video was played the teacher asked the students to write down the vocabulary in the video.

c. Video 3

The next video for 8th grade in semester 1 use basic competence 4.4 which contains (*menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyuruh, mengajak, meminta ijin, dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks*) (compiling very short and simple interpersonal oral and written text that involves acting, inviting, asking permission and responding by paying attention to social function, text structure and correct linguistic elements and suitable with context).

In this third video focuses on asking permission. This video contains several part conversation, the conversations in this video focus on the environment in the class. In the first parts shows the learning situation in the classroom with the teacher and students sitting in circle. Suddenly a female students came and entered to the class, the students asked the teacher for permission to join with the class. The teacher asks about his name, she answer the name is Jane. Because the teacher did not hear the students voice, then asked her to replay the name. The teacher invited Jane to sit and join with another friends. The second part is a student asking permission to open the window. Next there is a students conversation with the teacher asking for permission to leave the class. The next part is a students who asks permission to turn on the class because the conition in the class is a dark.

The next part is the situation in the teachers office. There was a boy who run, than dropped the teacher's

drink. After that he apologized to the teacher. The next short conversation is the girl see her friend carrying a pile of books, then asked to bring the book. Then there is a male teacher asked for a pencil to his student. The student gives the pencil to the teacher. There was a group of children playing in the field, because their voice very loudly the teacher asked them for calm down. The following are a few of short conversation with themes about asking for permission in the classroom.

Conversation 1

Jane : May I come in ?

Teacher : Of course.

Jane : I'm the new students. My name is Jane.

Teacher : Sorry! say that again, please.

Jane: My name is Jane.

Teacher : Oke Jane. Sit down, please.

Conversation 2

Students : May I open the window?

Teacher : Yes, you may

Conversation 3

Student : Excuse me! May I go out ?

Teacher : Of course.

Conversation 4

Teacher : Turn on the light, please.

Student : Okay

Conversation 5

Student : I'm sorry

Teacher : It's OK

Conversation 6

Teacher : Clean the board, please.

Students : OK

In third video "*May I go out*" shows the example of the linguistic elements used to serve the social function of asking permission, such as "*May I come in*" (conversation 1), "*May I open the window ?*" (conversation 2) and some expressions that show about the command sentence, for example "*Say that again, please!*" (conversation 1), "*Yes, you may*" (conversation 2). This can be a comparison between expression asking permission and command sentences, so students can understand between asking permission and command sentences.

Link video 3: <https://youtu.be/lvhIgUtxRIA>



Figure 4.7 Expression of asking permission



Figure 4.8 Expression of asking permission



Figure 4.9 Expression by responding by pay attention



Figure 4.10 Expression of responding by pay attention

This video discusses the expression of asking permission. Students can see the conversations about expression of asking permission. Then, the teacher asks students to write down the conversations in the video.

d. Video 4

Video 4 is provided for 8th grade students 2, by using basic competence 4.12 which contains short text messages and announcements / notifications. 4.12.2 (*menyusun teks khusus dalam bentuk pesan singkat dan pengumuman/pemberitahuan (notice), sangat pendek dan sederhana, terkait kegiatan sekolah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks*) Compose and focus on specific text in the form of short messages and an announcements / notification (notice) oral and written, is very short and simple, related to school activities. This video focuses on one material “announcement”.

In this fourth video investigate announcement material. The announcement material explains several things those are the definition of the announcement. The explanation of the definition of the announcement is briefly. The definition of the announcement is written

below (see figure 4.12). The next about example of announcement, the example given in this video is only the written announcement. The next explanation between formal and informal announcement briefly. The formal announcement is an official announcement. Informal announcement/more relax/general (see figure 4.13). The last about place that we can find announcement. In this video places that usually have announcements are school, office and airport (see figure 4.14).

Definition of announcement:

Is written or spoken statement formal or informal words containing about an event that has happened or is going to happen (see figure 4.11).

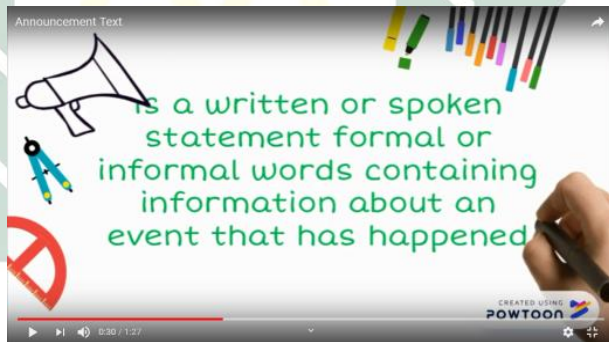


Figure 4.11 Definition of announcement

Example of announcement

ANNOUNCEMENT

There will be a holiday camp next month. All scouts must join this camp. The activity will take place at Mnala kitri Cribadas camping site and last for three days. For further information, please contact Mr.Dedy.

Cianjur, Oct17th, 2018

The chief of scout organization

This fourth video shows examples of short announcements in accordance with basic competence, that is very short and simple text and related to school activities. In this video also shows the example of the announcement in the form of a written and spoken announcement, so the students can understand the form of announcements of the two types.



Figure 4.12 Example of announcement



Figure 4.13 Formal and informal announcement

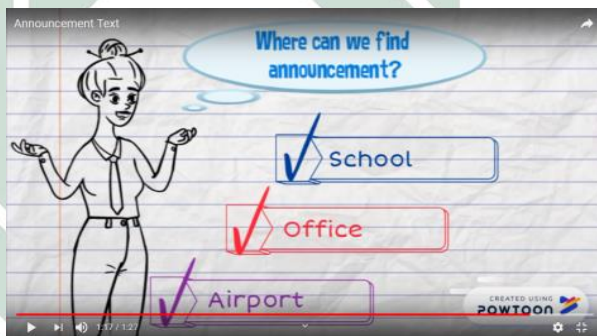


Figure 4.14 Place of announcement

Link video 4: <https://youtu.be/pOu6ey4-low>

From powtoon video above discussed about announcement. There is a written and oral announcement. There is an explanation of the announcement material briefly. So, the teacher must add a little explanation for make students understand. After the Powtoon video was played, students made a brief announcement for school activities.

e. Video 5

This 5th video is for 9 grade students in semester 1 which focus on basic competence 3.2 (*menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait maksud, tujuan, persetujuan melakukan suatu tindakan/kegiatan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan to, in order to, so that(dis)agreement*) applying social functions, text structures, and linguistic elements of oral and written transactional interaction texts that involve the act of giving and asking for information related to intent, purpose, agreement to carry out an action / activity, according to the context of its use. Note the linguistic element to, in order to, so that (dis)agreement. In this video, I took material about asking information related agreement to carry out action and activity.

The first part is an explanation of expression agreement. The definition of agreement is an expression that shows you agree with someone's opinion. This video has material explanations, examples in the form of conversation and there are also has short questions. The first part discussed in this video is the definition of expression of agreement. The definition of expression of agreement is conveyed by ordinary explanation. Then, this video shows an example of a conversation from expression of agreement. In the conversation there were two daughters, the girl asked to her friend's opinion about invite their teacher at the birthday party, then her friend agree to invite the teachers. The next section is example of agreement with different conversation, but the conversation in form of a question fill in the blank.

In the next conversation there are two boys, one of the children asked to his friend that he has a friend, his friend named Mary. Marry it was a smart students. Then

his friend answered but this sentence is blank, because this sentence still fill in the blank so the answer from his friend is unknown. The next part is about the answer from the previous conversation. The final part of the expression of agreement is the form of a list expression of agreement.

The next part is expression of disagreement. The way to explain the definition of expression of disagreement as well as explanation expression of agreement. In the example of this conversation there were two girls, she expressed the opinion that burgers has a good tasted and her friend replied that disagree with that opinion.

In this conversation there is fill in the blank and there is a mother that asking to her daughter opinion about how to put the sofa in this room. The daughter give the answer, but the answer still unkwokn. The next part with the same conversation and accompanied by an answer from the daughter. The daughter gives the answer that she though it was not suitable put the sofa in there because it was too narrow. The last part is gives the list about expression of disagreement.

The following from video conversation :

Part 1

Girl 1 : Next week is my birthday party.
How if i invite our teachers ?

Girl 2 : I agree. You should invite them.

Part 2 (fill in the blank)

Boy 1 : I think Marry is a smart person.

Boy 2 : _____!

Tha answer is absolutely!

Expression of agreement

- | | |
|----------------------|-------------|
| - That's right agree | - Yes, I |
| - Absolutely agree | - I totally |
| - Exactly right | - You're |
| - Me too good | - That's |

Part 3

Girl 1 : I think burger is delicious.

Girl 2 : I don't think so.

Several expressions of agreement and disagreement indicate elements of language that are in accordance with basic competence. With the example of conversation about agreement and disagreement students can understand the difference in expression.

Link video 5: <https://youtu.be/B44EBW0qOUC>



Figure 4.15 Expression of agreement



Figure 4.16 Expression of agreement

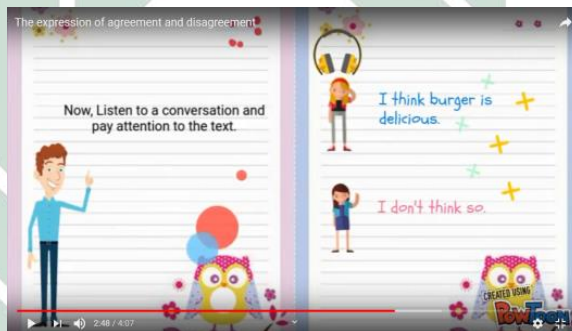


Figure 4.17 Expression of disagreement



Figure 4.18 Expression of disagreement

The next Powtoon video contains material about expression of agreement and disagreement. The teacher can assign assignments to students by making fill in the blank sentences about material expression of agreement and disagreement. Before giving assignment the teacher shows an example of a sentence that shows that expression.

F. Video 6

This last or 6th video was 9th grade students for in semester 2. This Powtoon video used basic competence 4.9.2 namely (*menyusun teks information report lisan dan tulis, sangat pendek dan sederhana, terkait topik yang tercakup dalam mata pelajaran lain di Kelas IX, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks*)(compiling text information report oral and written, very short and simple, related to topics covered in other subjects in 9th grade, by paying attention to social function, text structure, and linguistic features, correctly and in context. The material taken for this video is about report text.

In this video has explanation about definition of report text. In this material has several explanations namely, definition of report text, purpose of report text and the generic structure. The explanation the definition of report text has the translation as usual, which is a complete description about definition of report text. The next part is about the purpose of report text. The explanation the purpose of report text is to present information about something generally. Then explanation the generic structure of report text. There are two part the first is general classification. General classification is a part that state classification of general aspect of things.

The second is about description, in this part gives describing of the things which will be discussed in detail.

The next is about the example report text. The example in this report text is about a doctor's work briefly, namely the obligation to be performed by a doctor, how to diagnose a patient's disease and prescribe medication. The following is an example of a report text.

Doctor

Doctor is a popular job. It takes a great responsibility to work as a doctor. Minor mistakes made by a doctor can bring the lost of a patient.

There are a lot of jobs that doctors must do. They are expected to evaluate symptoms and run to a test to determine what is wrong with a patient. If a doctor does not know off handedly what the diagnosis should be, it is his or her responsibility to do a necessary research.

Notes are kept on each patient to ensure that any medical professional can walk into a room and know what has been done in the past. It is also a way to track the patients' progress during recovery.

Writing prescriptions is a major part of doctors' jobs. They must know how much medicine to prescribe based on the patient's history, because hospital must have the data of patient. After write the clorologic of the patient, docter can determine about the drug for consume by patient. They also need to know how to drugs can interact with one another.

A doctor needs to know not only how to treat the current conditions, but also how to advise the patient on how to prevent another occurrence. Doctor also tells the condition and effect when the patient not following recommendation by the doctor.

The example of the text about doctor can be categorized as a sample report text a teacher can use to teach English writing. The elements in the example cover the structures of general classification and description.

In the first paragraph shows the general classification. It means expressing general aspects of doctor work in general. The next structure is the description, this is in the second to fourth paragraphs. In the description section explains the parts of the doctor's work, habits or classifications that are presented scientifically.

Link video

6:<https://youtu.be/y5x65zMt188>

The last Powtoon video is about report text. The teacher can give the assignment for students to determine the generic structure of the text provided by the teacher. The report text provided by the teacher is in accordance with the theme of increasing 9th grade in junior high school.

B. Discussion

This section presents the discussion based on the findings of the study. The discussion follows one research question; suitability are Powtoon media to teaching English writing for junior high school. Based on result of the analysis on the suitability of Powtoon

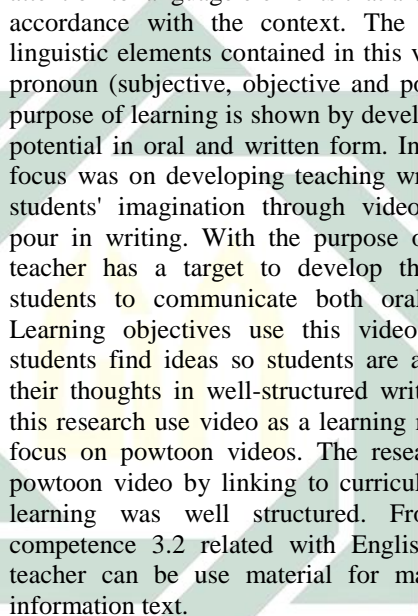
video to teach writing of English teaching learning, there were some points that could be further discussed.

The first points is about relationship between basic competence curriculum 13 the specific in writing material section with all videos that are already in accordance with learning target. Basically learning is a form of application of the curriculum between the two relationship very closely. Learning will be not effective without curriculum. This indicates that by Powtoon videos that have been selected in accordance with basic competence. According to Geralch there are several criteria for choosing good media as a tool for teaching. these criteria are learner's verification, purpose of learning and content.⁵⁴ These criteria are organized according to the steps that will be taken when preparing for teaching and learning, from preparation of teaching tools up to material conveyed.

The first part is the criteria for learner's verification, it means the preparation of the teacher to think about the material to be conveyed in the learning activities. Before determining what material to do is read the curriculum first, then identify basic competence that will be delivered. Preparations made so that the learning objectives are conveyed. In this research chose 6 basic competence in curriculum 13, taking one basic competence in each semester focusing on teaching writing. After finding the appropriate material then looking for powtoon videos in accordance with the learning material for teaching writing.

This research has the six video presented in the finding show that can be consider as good media

⁵⁴ Venon Geralch and Dolad Elly, Teaching and media : Asystematic :Approach .(New jrsey: pretice Hall 198). P.254



to teach English writing for Junior High School. The six video show high suitability to the purpose of learning English writing in Junior High School. For example purpose of learning in basic competence 3.2 state about compiling short texts about giving information related to identity and by paying attention to language elements that are correct and in accordance with the context. The video provide linguistic elements contained in this video are about pronoun (subjective, objective and possessive). The purpose of learning is shown by developing students' potential in oral and written form. In this study the focus was on developing teaching writing. Develop students' imagination through video and students pour in writing. With the purpose of learning the teacher has a target to develop the potential of students to communicate both oral and written. Learning objectives use this video also to help students find ideas so students are able to express their thoughts in well-structured writing. Therefore this research use video as a learning medium with a focus on powtoon videos. The research chose the powtoon video by linking to curriculum 13 so that learning was well structured. From the basic competence 3.2 related with English writing, the teacher can be use material for making personal information text.

Then part of the content section, it means content for learning material for English learning. Each video must have content, because in the content there is material and some videos have additional learning messages delivered to students. The content on the video must be in accordance with basic competence in curriculum 13. In this section this research discusses the relationship between basic competence and the content in the selected video. For example video 1 has the content about personal information and this is suitable in terms of the

content with basic competence 3.2 of vocabulary related to family relation pronoun, video 2 has the content about describing appearance and this is suitable in terms of the content with basic competence 4.7.2 of written descriptive text related to people. The material in the video 2 can be used by teachers to teach descriptive text using vocabulary about describing appearance.

The finding by Leon in that media help student memorize vocabulary.⁵⁵ Finding show that in the video 2 also provide vocabulary. In this video the describe appearance contains an adjective vocabulary. The words in this video are many, from the upper body until the bottom. At the end of this video there is a short message conveyed, that as humans even though we have different body shapes we must still feel beautiful. The purpose of the message is that humans must be grateful for what they have and don't feel bad, because all of that is still beautiful.

Further extend this suitability of video with the Raimes state that teaching writing can express ideas, through examples of conversations that can hone students' ideas.⁵⁶ This is shown in the third video in basic competence 4.4 and the contents of this video material by displaying a conversation between teacher and student when asking permission to do something. In this video provide examples of students asking for permission to open the window and respond to the teacher well. The conversation is an example for students when asking for good

⁵⁵ Leon. Perez.(2013). The Effectiveness of using Powerpoint for teaching Vocabulary to Increase the Vocabulary

⁵⁶ Raimes,A., 2010. Why Write? From Purpose to Pedagogy. English Teaching Forum.Vol.XXV, no.4. Available fro.: <http://Facultystaff.richmond.htm>.

permission from the teacher. So, the teacher can use conversation for brainstorming the students before making the conversation text about asking permission.

Then the finding of video which contains about text type as a learning media to teach writing. The contents of the material that explains the definition, for example in basic competence 4.12 about written announcements and locations where there are announcements.

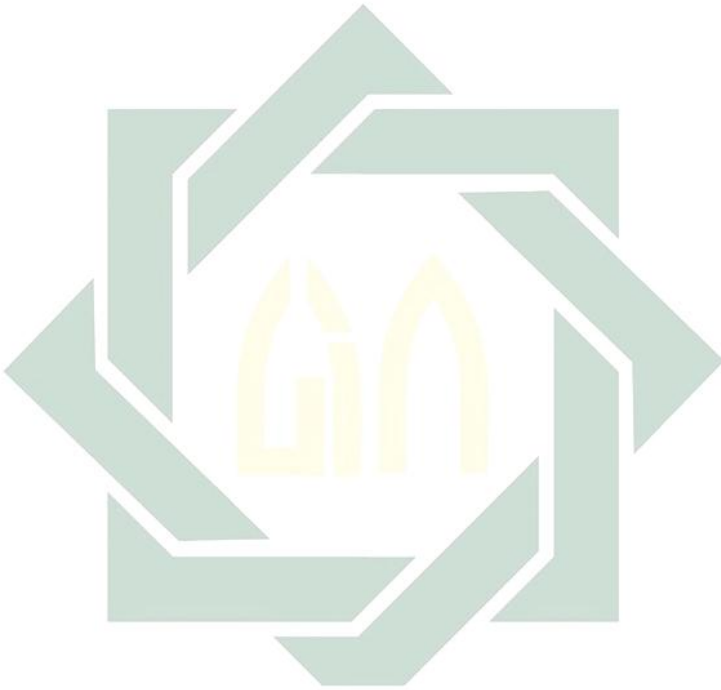
There are some examples in the content of video, for example in the fifth and sixth video. The video 5 is to discuss material about agreement and disagreement. In this video the material conveyed are the definition, example, conversation and multiple expressions that are used for agreement and disagreement. The content in video 5 is in accordance with basic competence which contains the agreement to carry out an action / activity. according to the context of the use of language elements dis(agreement). Teacher can use content of that video for teaching writing with the material about agreement and disagreement.

The last video discusses the contents of the material about report text. The contents of the report text material are to discuss definitions, generic structures and examples of report text. This report text has several components of writing, which include grammar, organization, and vocabulary. The material in accordance with basic competence 4.9.2 which contains a short and simple text of information report oral and written text. By paying attention to social functions, text structure and linguistic elements. From the example of report text in this video teacher can show to the students about form of report text. So, the students can organize text with grammar, organization and vocabulary.

From the relationship between content video and curriculum shows the suitability of the content of the material with basic competence Curriculum 13. If it is in accordance with the existing curriculum, it will be applied to teaching writing.

In this study the result of using powtoon video has a criteria of good media that is showing the existence of text, images, backsound or sound audio recording. The criteria of text are shown in all videos having an explanation for the material conveyed. First it shows in video 1 text about personality identity, video 2 text about describe appearance, video 3 text the conversation about asking permission and responding by paying attention, video 4 about short text message in announcement text, video 5 conversation about text agreement to carry out and activity, the last video 6 about short report text about doctor. The next criteria is about images are shown on videos 2, 4 and 6. In the video 2 it shows the images about part of body, then the video 2 images about place for place of announcement, and the last video 6 there are some images about the doctor equipment tools. The last criteria is about backsound. In this Powtoon video backsound are two kinds of sound, namely in the form of instruments or voices. Powtoon videos that use voice over for backsounds are shown in videos 1, 2, 3 and 5 in the early section. Videos that are use instruments it shown in videos 4 and 6. This is combined in one media and becomes a video presentation. Videos that have animations that increase students' interest in learning. Related to other previous research by Marcelo Humberto, state that new media is very useful as a learning aid, because the latest media have innovation to upgrade the learning process in the classroom and explore new knowlege. The media has many effects for learning in class, for example increasing the enthusiasm of students to be active in the classroom

and media as a tool for understanding material in the classroom.⁵⁷



⁵⁷ Humberto , Marcelo.(2017). “*Incorporating Powtoon as a Learning Activity into a Course on Technological Innovations as Didactic Resources for Pedagogy Program*.ijet.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the research and the suggestion of the researcher as a following:

A. Conclusion

As described in research findings and discussion section, there is important points about how suitability Powtoon video with basic competence in curriculum 13. This research was conducted using qualitative research. This research was carried out by taking 6 Powtoon videos that were chosen and in accordance with basic competence which were related to writing skills. The purpose of this research is to analyzed the suitability of Powtoon as media for teaching English writing for Junior High School in Indonesia. The result of analysis of Powtoon video found that are six video with suitable basic competence curriculum 13. The suitability of the videos and basic competence can be seen from criteria of good media. The criteria it shows from learners verification, purpose of learning and content. The content include are about text, images and backsound. The results of this Powtoon video analysis are Powtoon video worthy of being used as a learning media because it is in accordance with several criteria of good media.

B. Suggestion

Revealing of the result of this study, there are significant suggestion from the researcher as stated below:

1. Teacher

Based on the result of this study, Powtoon video can be a tool for classroom learning activities especially in writing skills. In this study, the researcher took videos that were in accordance with the basic competencies for writing skills. The teacher can download Powtoon videos from YouTube or create their own from the Powtoon software

application. First, taking Powtoon videos from YouTube must also look at the criteria of good media, so that what is shown to students is in accordance with the objectives and learning material. The criteria used to select videos that can be used as learning media is to look at the opening, content and material contained in the video. Second, teachers can make their own Powtoon videos. The teacher can enter the material in accordance with what will be taught in the class, as well as help students in subjects that they consider difficult, choosing animation according to the theme of the material.

2. Students

Powtoon videos are media that can attract students' creativity and imagination because of interesting animations. Powtoon videos can increase students' learning motivation, so students get ideas to create learning product as well as writing skills students can make a text. In learning activities, students can play Powtoon videos from YouTube freely and repeatedly not only in class but also outside the classroom or at home.

3. Further Researcher

For the further researchers who are interested with the same media that is Powtoon video animation. This study focused in video of Powtoon, further researcher may also need to investigate Powtoon media related with teaching learning strategy.

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